

SUMMARY

III Festival of Non-Formal Education

**Non-Formal Education
in Belarus**

Galina Verameychyk

The article is dedicated to the history and nowadays problems of non-formal education in Belarus. At the last decade of the previous century a view of life-long learning was formed as for co-existence of 3 educational sub-systems: formal education, non-formal education, informal education. Non-formal education promotes realization of the right for education for those groups of people who have limited access to programs of formal education due to different reasons. The article is divided into several parts according to the historical way of non-formal education development in Belarus: till the division of Rech Paspalitaya (XVI–end of XVIII); as a part of Russian Empire (end of XVIII–beginning of XX cent.); non-formal education of youth and adults in BSSR and USSR (1918–1991).

At the present moment the history and the legacy of non-formal education in Belarus still remains unrevised. There is a need of working out national system of non-formal education for adults, increasing number of researches and strengthening of expert potential in Belarus; introduction of new professions and specialties in this field.

Realization of these needs demands wide public dialogue and creation of the governmental body that could take into account interests of all the organizations involved in adult education.

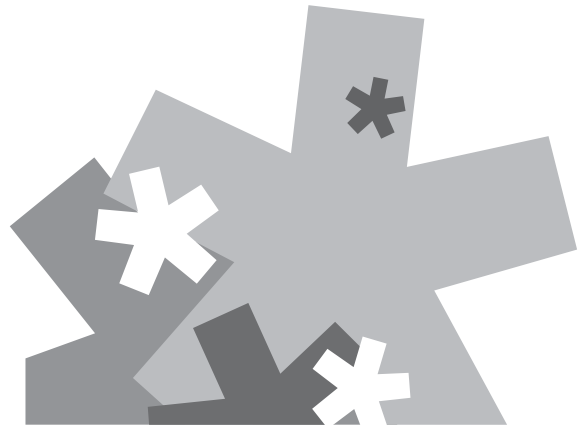
**Adult Education in Belarus:
Sector of Non Profit Non
Governmental Organization**

Sergey Laboda

The article is dedicated to the problem of legalization of adult education in Republic of Belarus and consists of three main parts.

The first part describes the role of the “third sector” (non profit and non governmental organizations) in adult education. The problem of training of specialists for this sphere and the absence of the system of this work is raised.

The author states that there is no integral understanding of adult education in Belarus. Governmental institutions are concentrated mostly on raising qualification and re-training of specialists; NGOs develop personality and civic competencies. The activity of NGOs is beyond the support of the government as there is no special law about the adult education in Belarus. The problem of the Codex of Education is discussed. The Codex seems to be far away from the reality of realization of the life long learning conception.



The second part of the article is dedicated to the providers of adult education in the third sector and peculiarities of such kind of education (length of the academic year, innovation in practice etc.) and its difference from the formal education. The author makes an accent on the absence of real community among NGOs providing adult education in Belarus.

The third part describes peculiarities of rising qualification of experts in adult education. Along with the comparative freedom, the system of non-formal education doesn't have strict rules in rising qualification; trainer as an official profession doesn't exist. There is also a lack of significant researches in this sphere. At the same time existing surveys showed that the modern society demand education which provides gaining practically oriented social, civil and communicative skills for public and professional activities. These demands can be fulfilled by non-formal adult education, but, unfortunately, in real life the possibilities of this sphere are limited because of the not equal politics of the government.

**Additional Adult Education:
is Educational System
Ready to Answer
New Society Demands?**

Yulia Nikulina, Natalia Ryabova

The article is based on the materials of the survey made by the research group which consists of experts from different society sectors (governmental, public) and different regions. The survey has been made in April–August 2010 with the aim to analyze current situation in additional adult education in Belarus. This survey is examining start positions for DVV International project “Support of Adult Education in Belarus”.

The first part of the article is called “Is there a demand?” and presents opinions of additional education consumers. The second part “What is the offer” presents results of the analysis of situation on the market of additional education; presentation of the additional education in press (content

analysis); analysis of frameworks for additional adult education (review of the legislation) and results of the interview with specialists and heads of organizations providing additional adult education service. This part will be published at the next issue of Educator.

The survey is aimed at finding conditions promoting or preventing from development of a wide spectrum of service of additional adult education provided by different organizations (governmental, business and public).

The Bonn Declaration on Financing Adult Education for Development

June 2009

These recommendations for action were developed at the International Conference on Financing Adult Education for Development convened in Bonn, Germany, 23–24 June 2009. They are intended to inform the action needed at the Sixth UNESCO World Conference on Adult Education (CONFINTEA VI) in Belem, Brazil in December 2009 and beyond.

Importance and Necessity of Gender Education as Additional Adult Education

Natalia Hozyaeva

The article describes gender education as a meaning of dealing with the problem of gender stereotypes which still exist in our society. As gender education is not much realized in the system of formal education, the important part in it belongs to public organizations.

The article describes realization of four projects in the sphere of gender education. All the projects were realized by Belarusian public association “Cooperation of Business and Creative Women” which places high emphasis on gender education as a form of additional education.

The first project described is “(Non)Actual Problems of Modern Gender Theory” which was realized in cooperation with the research center of European Humanitarian University – EHU International. The project raised for discussion lots of acute and interesting topics such as “Peculiarities of gender socialization or how do we educate boys and girls”, “Formation of femininity and masculinity in modern Belarusian press” etc.

The second project is “A doll. A man. A woman. Gender Representations by Means of Doll Design”. The main objective of the project was to draw attention to the concept of gender.

The problem of informational competences of women was raised in the project “Widening of Informational Environment of Women’s Society in Belarus”. The project was aimed at creation and development of informational resources for women, systematization of information about women’s organizations of Belarus, and advancement of gender equality politics.

The mini project “Internet for Women” was realized in a form of study circle. Its aim was to draw attention to the

necessity of additional women’s education by means of informational technologies.

Non-Formal Adult Education in a Countryside: from Experience of one Ukrainian Organisation

Levko Dovgan

The author shares experience of work of a Western Ukrainian resource center which has been working in Lvov in the field of adult education with the focus on the countryside from 1995. The Ukraine doesn’t have nation-wide programs which support adult education; Ukrainian organizations can’t apply to the specialized programs of the European Union, that’s why small successful results in this sphere are possible due to the efforts of local activists.

A model of organization of educational process in the countryside and Swedish experience of adult education made a basis for a trilateral project “Travelling public school”. The needs in education of 10 rural communities in 4 regions of the Western Ukraine were examined in frames of the project, and education according to the discovered needs was made. At the process of work the project organizers came to the conclusion that it would be good to have at the countryside people professionally trained and ready for work with adults. This is how the project “International network of country moderators” appeared. As a project result the stuff in the sphere of adult non-formal education in 12 villages and towns of Lvov and Ivano-Frankovsk regions was trained. There is an aim to create a network of organizations working in adult education. At the present moment approximately 10 such organizations exist in Lvov and its region.

From the author’s point of view, to attract attention to the topic it’s important to widen a circle of people interested in educational programs for adults, to create partner networks with representatives of all the public sectors, and to organize informational companies.

Climate Change: a New Challenge for Education

This title presents 2 articles dedicated to the problem of government and public associations’ reactions to the challenge of climate change. The article by **Irina Rudko** presents an educational project with the participation of Ministry of Natural Resources and Environmental Protection “Raising potential of Republic of Belarus in solving the problem of climate change”. The project supposes implementation of educational events and working out informational material on the topic.

The second article by **Dmitry Burenkin** is dedicated to the educational program of the not commercial institution “Center for Ecological Decisions” and presents the connection between climate change and a raising need of people in energy. The author presents the work the organization does in a field of popularization of energy-saving programs in Belarus.



Mediation — the Art of Negotiation

Sergey Laboda

The article presents the concept of the program "Mediation: the Art of Negotiation" which has started in 2010 by the Public Union "Education Center "POST" supported by the Agency for mediation and communication "Klären & Lösen" (Agentur für Mediation und Kommunikation, Berlin) in collaboration with "Bund für Soziale Verteidigung e.V." (BSV, Minden) and with the assistance of Federal Government of Germany. This program was worked out for representatives of educational and social institutions (teachers, lecturers, social pedagogues, students). Nowadays mediation is one of the most prospective technologies of constructive conflict management with the participation of the third side. The third side which is impartial, neutral and not personally interested in the result of the management process is called mediator. Educational program supposes training course on mediation for the group of trainers-experts and multipliers with the aim to develop social and professional competencies in constrictive conflict management. In frames of the program it is planned to publish a manual for mediators and to support multipliers in realization of the idea of mediation in their practice.

Memorial Museum-Studio of Z. Azgur. Traditions and Innovations. First Steps Towards Creation of a Non-Formal Education Program

Oksana Bogdanova

The author presents the Museum of Z. Azgur, Belarussian portrait artist of XX century in a new light — as a platform for programs of non-formal education in cultural field. In particular, cultural and educational programs for youth are presented ("Hopscotch"). The project included creative actions and manifests, such as theatrical performances and multimedia dance projects (contemporary dance, release-technique, contact improvisation, plastic performance etc.); musical performances and concerts; presentation of art-projects, digital art etc.

Artists, musicians and dancers were participants of the project. Main target group were schoolchildren. First author's project implemented in frames of the program in 2010 were plastic performance "1200 seconds under ground" by the theatre of live actions; and a musical performance "Sator" by the theatre "Fratrez". The project has good prospects of development: transformation into the constantly functioning theatre on the base of the museum, and making a constantly functional experimental platform for appraisal of new visual and plastic forms; working out a vocational program for junior schoolchildren "Careful, art!" in a format of advanced learning; creation of the plastic studio; creation of the system of art laboratories and studios. Programs implemented on the base of the museum in 2009-2010 were first steps on the way to non-

formal education. Practice of project activity has to be structured and switched to the methodological bases.

Museum of Education in the Interests of Sustainable Development of Vitebsk Region: New Approaches to Non-Formal Education in Gymnasium

Konstantin Kiseliov, Sergey Dokish

Authors raise a problem of sustainable development and a role of non-formal education in this process. The particular focus is on the Vitebsk region. From their point of view it's important to create competence centers like a museum of education in the interests of sustainable development there. The museum would help to create in short terms a vision of such a system of education and its history in the region. The aim is to create a museum that can act as a regional resource center and a complex support of school education in the interests of sustainable development, local agenda 21, and local communities. Educational work is planned to be organized through visiting exhibitions and educational programs, scientific and practical seminars and conferences which form thinking, historical memory through museum exhibits. Schoolchildren will do all the marketing work of the museum for advancement of its service on the market through PR actions and informational presentations. The importance will be given also to the attraction of partners for organization of joint actions and projects, widening of the network of schools that participate in partnership network in Vitebsk region.

Adult Education in Eastern Germany by an example of Saxony 20 years after Germany reunion

(extract of the report for the III Festival of Non-formal Education)

Matthias Weber

When Germany was divided into 2 parts, adult education and public universities developed in a different way. In FRG development of adult education was determined by the economical processes. In GDR with the law about the united social system of education (1965) the centralization of adult education happened and its integration with the public system of education. After significant political changes in 90-s changes in educational sphere began (legislation in adult education in certain lands, A Council for Adult Education etc.). The author also pays attention to demographical situation and its influence changes in adult education sphere and to some new directions in this field as, for example, orientation at certain groups of population, increasing number of institutions of adult education which use a system of quality control etc. The author also shows some contradictions in this sphere. ■